



Mamie Whitesides Elementary

1120 Rifle Range Road

Mt. Pleasant, SC 29464

Grades	PK-5 Elementary School	
Enrollment	609 Students	
Principal	Lona B. Pounder	843-849-2838
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Excellent	Below Average
2007	Good	Below Average
2006	Excellent	Good
2005	Excellent	Good
2004	Excellent	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

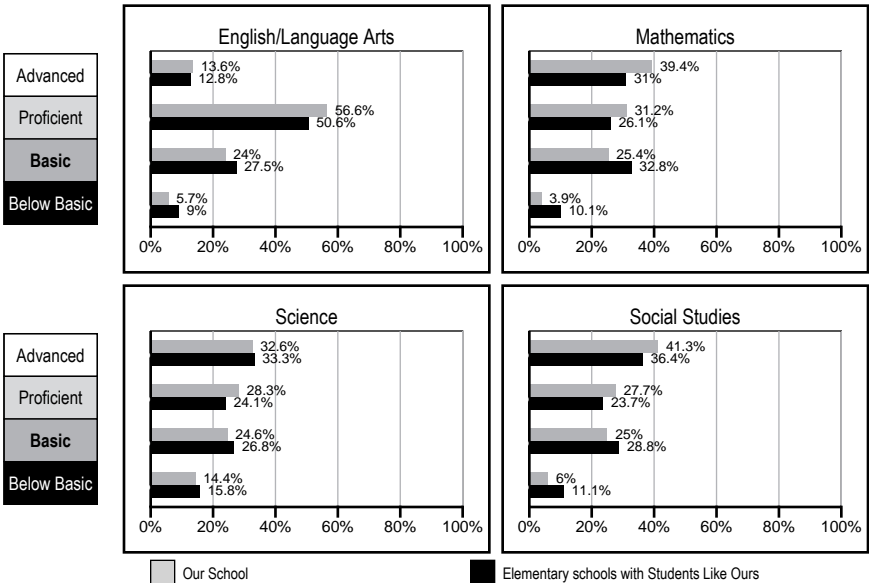
Percent of students tested in 2007-08 whose 2006-07 test scores were located 96.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	21	3	0	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=609)				
First graders who attended full-day kindergarten	96.3%	Up from 94.1%	100.0%	100.0%
Retention rate	2.5%	Down from 3.3%	1.4%	2.3%
Attendance rate	96.7%	Up from 96.3%	96.7%	96.3%
Eligible for gifted and talented	36.1%	Up from 34.6%	23.7%	10.4%
With disabilities other than speech	4.5%	Up from 3.2%	5.4%	7.5%
Older than usual for grade	0.6%	Down from 0.8%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	65.9%	Down from 67.4%	62.5%	56.7%
Continuing contract teachers	92.7%	Up from 81.4%	81.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.6%	Up from 85.0%	88.1%	86.4%
Teacher attendance rate	95.2%	Up from 94.7%	94.9%	94.9%
Average teacher salary	\$47,874	Up 5.2%	\$47,187	\$45,345
Professional development days/teacher	14.7 days	Down from 16.6 days	11.2 days	12.6 days
School				
Principal's years at school	5.0	Up from 4.0	5.5	4.0
Student-teacher ratio in core subjects	19.9 to 1	Up from 18.6 to 1	20.0 to 1	18.5 to 1
Prime instructional time	90.8%	Up from 89.3%	90.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,359	Up 7.3%	\$6,454	\$7,052
Percent of expenditures for instruction*	75.8%	Up from 75.1%	70.6%	69.1%
Percent of expenditures for teacher salaries*	58.6%	Down from 70.6%	65.1%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Currently located between Coleman and Johnny Dodds Boulevards, Mamie P. Whitesides Elementary has been providing a quality education to Mt. Pleasant residents since 1956. Through the collaborative efforts of a highly-qualified professional staff, devoted parents, and a supportive community, Whitesides' students are well prepared for middle school. Students in grades 2-5 participate in the Measures of Academic Progress (MAP) assessments three times a year to determine growth, identify goals for student achievement, and guide instructional priorities for individual students. Accelerated Math and Accelerated Reading also provide opportunities for student advancement in reading and math. An interventionist offers support for at-risk students, and additional tutors work with students in grades 3-5 from February through May in the areas of science and social studies. Dynamic Indicators of Basic Early Literacy (DIBEL) assessments are conducted in grades K-1 three times annually to monitor student progress and assess student literacy.

Volunteers are present on a daily basis and make significant contributions to the support of classrooms and our school operation. Our PTA coordinates many functions throughout the year to engage families and extend bonds within our community. The PTA sponsors a Family Night Dinner, Game Night, No TV Week, Book Character Day, wrapping paper sales, and savings card drives. It also provides support for the Angel Tree and Christmas parade float. Our annual Variety Show highlights a broad range of student talent, and chorus is offered in fourth and fifth grades. Strings is offered in grade 5. Our choral program performs concerts twice yearly in conjunction with extensive standards-based, grade-level productions. Students earn statewide recognition for their artistic talent through the Honors Choir and PTA Reflections Program.

Local opportunities for student recognition are numerous. Our fourth grade students have responsibility for our school newspaper and Whitesides' students have earned recognition in various contests throughout the year including the Post and Courier's "Wild Tales for Cool Kids," and the county winner for fifth grade in the Lt. Governor's Essay Award Contest. SAIL students participate in language and math programs from The College of William and Mary and the University of Connecticut.

For six of the last seven years, Whitesides has earned the Palmetto Gold award for academic excellence. In 2007, our achievement rating was "Good." We have met Adequate Yearly Progress goals for four consecutive years, and three of the last five years, we have been recognized for closing the Achievement Gap. For eleven consecutive years, Whitesides has been recognized for our involvement in the Community of Readers. We have seven National Board Certified teachers as well as a National Board Certified nurse. Our instructional programs are designed to support the Charleston Plan for Excellence, offer rigor and relevance, and are delivered by a professional staff that is truly devoted to children. Construction plans are underway for a new Whitesides Elementary School that is slated for completion in 2010.

Sharon Sottile and Marjorie Clark, SIC Co-Chairs
Lona Pounder, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	101	97
Percent satisfied with learning environment	97.7%	93.0%	96.9%
Percent satisfied with social and physical environment	95.3%	93.0%	93.8%
Percent satisfied with school-home relations	97.7%	93.1%	94.7%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	299	100	5.7	24.8	56	13.5	79.8	53.5	48.2	Yes	Yes
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Gender

Male	179	100	7.1	29.4	52.9	10.6	74.1	47.3	41.7	N/A	N/A
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Female	120	100	3.6	17.9	60.7	17.9	88.4	59.9	55	N/A	N/A
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Racial/Ethnic Group

White	239	100	3.5	19.9	60.2	16.4	85.4	77.6	60	Yes	Yes
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African American	47	100	15.9	52.3	29.5	2.3	52.3	32.1	31.7	Yes	Yes
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Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
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Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
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Disability Status

Disabled	23	100	18.2	45.5	31.8	4.5	54.5	20.4	16	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	59	100	19.6	43.1	33.3	3.9	52.9	33	34	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	299	100	3.9	25.5	31.6	39	80.1	49.7	45.8	Yes	Yes
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Gender

Male	179	100	5.3	22.9	30	41.8	81.8	49.5	45.6	N/A	N/A
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Female	120	100	1.8	29.5	33.9	34.8	77.7	49.9	45.9	N/A	N/A
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Racial/Ethnic Group

White	239	100	1.3	22.6	30.5	45.6	86.3	75.6	59	Yes	Yes
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African American	47	100	15.9	43.2	31.8	9.1	50	26.2	26.9	Yes	Yes
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Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
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Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
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Disability Status

Disabled	23	100	13.6	27.3	31.8	27.3	59.1	20.2	17.1	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	59	100	11.8	43.1	33.3	11.8	52.9	28.3	31.4	Yes	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable

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N/R—Not Reported

I/S—Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	201	100	14.7	25.3	27.9	32.1	60	39.2	35.7	96.7	96
Gender											
Male	117	100	15.2	24.1	25.9	34.8	60.7	40.8	37.4	96.6	95.8
Female	84	100	14.1	26.9	30.8	28.2	59	37.6	33.8	96.8	96.1
Racial/Ethnic Group											
White	165	100	8.4	24	27.9	39.6	67.5	66.4	49.2	96.7	96.1
African American	28	100	42.9	35.7	21.4	0	21.4	15.3	17	96.2	95.8
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	98.1	97.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	96.9	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	88.9	95.7
Disability Status											
Disabled	16	100	25	43.8	6.3	25	31.3	16.6	14	95.8	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	97.2	96.3
Socio-Economic Status											
Subsided meals	37	100	42.4	27.3	24.2	6.1	30.3	17.1	21.1	95.3	95.5

Social Studies

All Students	199	100	5.9	25.4	27.6	41.1	68.6	40.2	34	96.7	96
Gender											
Male	113	100	5.7	28.3	26.4	39.6	66	42	36.6	96.6	95.8
Female	86	100	6.3	21.5	29.1	43	72.2	38.3	31.3	96.8	96.1
Racial/Ethnic Group											
White	154	100	4.2	20.8	27.8	47.2	75	63.3	44.5	96.7	96.1
African American	36	100	15.2	48.5	18.2	18.2	36.4	19.1	19.1	96.2	95.8
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	98.1	97.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	96.9	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	88.9	95.7
Disability Status											
Disabled	15	100	7.1	42.9	7.1	42.9	50	18.2	14.4	95.8	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	97.2	96.3
Socio-Economic Status											
Subsided meals	41	100	14.7	52.9	20.6	11.8	32.4	20.1	21	95.3	95.5

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	103	100	6.1	21.4	53.1	19.4	72.4
	4	101	100	6.3	29.5	60	4.2	64.2
	5	98	100	10.6	38.3	44.7	6.4	51.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	95	100	5.4	8.7	53.3	32.6	85.9
	4	101	100	5.4	30.1	61.3	3.2	64.5
	5	103	100	6.2	35.1	53.6	5.2	58.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	103	100	7.1	45.9	28.6	18.4	46.9
	4	101	100	3.2	26.3	26.3	44.2	70.5
	5	98	100	8.5	36.2	20.2	35.1	55.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	95	100	2.2	27.2	32.6	38	70.7
	4	101	100	5.4	28	28	38.7	66.7
	5	103	100	4.1	21.6	34	40.2	74.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	53	100	14.3	44.9	26.5	14.3	40.8
	4	101	100	11.7	28.7	34	25.5	59.6
	5	49	100	21.3	34	8.5	36.2	44.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	47	100	8.7	17.4	41.3	32.6	73.9
	4	101	100	17.2	31.2	22.6	29	51.6
	5	53	100	15.7	21.6	25.5	37.3	62.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	51	100	2	20.4	55.1	22.4	77.6
	4	101	100	6.4	29.8	23.4	40.4	63.8
	5	51	100	20	40	22.2	17.8	40
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	48	100	2.2	15.2	26.1	56.5	82.6
	4	101	100	6.5	24.7	31.2	37.6	68.8
	5	50	100	8.7	37	21.7	32.6	54.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

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I/S--Insufficient Sample